

Secondary School Manual for Pennsylvania

Bulletin 241

LESTER K. ADE
Superintendent of Public Instruction

COMMONWEALTH OF PENNSYLVANIA •



DEPARTMENT OF PUBLIC INSTRUCTION

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SECONDARY SCHOOL MANUAL FOR PENNSYLVANIA

BRIEF TENTATIVE EDITION

BULLETIN 241

LESTER K. ADE
Superintendent of Public Instruction

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
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FOREWORD

This manual supersedes Bulletin 59, Standards for the Classification of Secondary Schools, 1931. It is prepared in response to a request on the part of superintendents and principals for a guide to public secondary school administration.

In administering a program of secondary education for the varied needs and interests of a state as extensive as Pennsylvania, it is necessary to establish general principles, to require some uniformity in practice with respect to these principles, and to prescribe a minimum in the matter of local procedure. Such requirements should in no sense be used to restrict any school. Rather, they should serve as a point of departure in the development of local programs vital to the welfare of pupils.

It is believed that our public secondary schools are in the midst of an evolutionary movement in both function and practice. Undoubtedly, legislation, theory, and practice will profoundly affect their organization and their administration in the near future. For this reason, it is thought best to publish this manual in brief and tentative form.

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Superintendent of Public Instruction

May, 1939

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Secondary School Manual for Pennsylvania

INTRODUCTION

During the decade 1927 to 1937, public secondary school enrolment in Pennsylvania increased from 312,036 to 605,658. This rapid growth in attendance has been due to several different factors, particularly economic conditions characterized by an over-supply of labor, improved facilities for transporting children, more rigid enforcement of attendance laws, expansion of educational opportunities, and extension of the secondary school organization to include the seventh and eighth years. With nearly double the enrolment now in public schools as compared with ten years ago, and with indications pointing to a much larger attendance during the next few years conditioned by an increase in the compulsory attendance age, it becomes immediately apparent that mere enrolment will have a pronounced effect upon the educational program.

Rapid changes in our social and economic life involve the difficult factor of adjusting education to new conditions. Unless the secondary school can provide a program sufficiently flexible to meet many of the new situations as they arise, it will have failed to a large extent in contributing its fullest measure of service to society. Upon the secondary school particularly rests the responsibility of facilitating the adjustment which youth must make if they are to appreciate life to the fullest extent and at the same time render the greatest possible contribution to their own development and to the improvement of society.

The issue from the point of view of the secondary school is no longer that of the desirability of change and adjustment, but rather one of determining the goals and plotting the course which must be taken to attain the desired ends. To provide an educational program adapted to the needs, interests, and capacities of all youth of secondary school age will require vastly more thought and experimentation than thus far have been given to the problem.

A curriculum, including very little besides the traditional academic subjects, is limited in its appeal largely to students who anticipate advanced academic education following their graduation from the secondary school. Scarcely more than fifteen per cent of the graduates of secondary schools in Pennsylvania attend institutions of higher learning. The remaining eighty-five per cent engage in many different pursuits and occupations. Aside from those who remain in school until they have been graduated, there are many who annually leave school because they have failed to find the materials of instruction adapted to their needs and interests. The problem of providing a broad and comprehensive program of studies does not concern the junior high school except incidentally, since the broad terms of the program for these grades have been defined quite generally. According to the Pennsylvania program of studies, specialization is reserved for the senior high school beginning with the tenth year.

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The minimum program in every secondary school offering instruction on the senior level should include opportunities for the special needs of those who presumably will continue their education or will enter specific fields of occupation immediately after they leave the secondary school. In addition to this, however, every avenue for the continuation of general education should be kept open as long as possible for as many pupils as possible. There is great need for this latter provision, for there are many pupils who are not prepared to express a special educational or occupational interest. There unquestionably will be some instances where secondary schools cannot afford to offer instruction in fields where a special interest has been manifested by too small numbers of students to justify its inclusion in the educational program. As a general rule, it is neither desirable nor economical to conduct classes with less than ten pupils. Where interest has been manifested in instructional fields other than those included in the secondary school program, this need may be met by directed correspondence instruction approved by the Department of Public Instruction.

One of the functions of the secondary school is to educate youth for intelligent participation in the affairs of a democratic society, irrespective of vocational interests. Youth should become acquainted through the school with the operation, purpose, and service of the various political, social, economic, and other institutional agencies of society. They should be taught how to earn a living, make a home, participate in constructive leisure-time activities, cooperate with others, engage in civic affairs, protect and improve their life and health and the material environment in which they live.

As a condition for intelligent participation in democratic society, it is essential for each individual to have at his or her command a fundamental body of knowledge. This knowledge should consist of facts obtained from reliable accounts and of sources from which desired information may be obtained. The accumulation of facts that are basically sound requires inferences, judgment, and thinking. What one person has believed, said, or done must be weighed against the opinions of others on the same subject. This will require an analysis of available data as a basis for formulating conclusions. The more youth are experienced in the analytical and evaluative processes the better prepared they will be to arrive at basically sound and defensible conclusions.

The real measure of the value of educational experiences is expressed in the social and civic conduct of the student when he is not under the immediate direction of a teacher. Recognition of the right and views

of his fellow citizens and a desire for the improvement of society are forces which will govern his conduct. A society made up of members who are socially alert to its improvement will not be troubled with a cultural lag.

These principles should be followed by every secondary school in carrying out its educational program:

1. The educational program should contribute to furthering the democratic process with relation to every phase of living.
2. Secondary education should provide equality of educational opportunity and maximum development of each individual child based on his needs, interests, and abilities.
3. The secondary school should recognize its responsibility to assist each of these young people until he has taken his place in the world of affairs or until cooperation with some other agency has enabled him to make satisfactory adjustment.
4. The secondary school should cooperate with all other agencies in the community in providing meaningful and socially constructive experiences for all youth.
5. The secondary school should provide for all youth adequate and continuous guidance service relating to vocations, to new social and recreational experiences, changing home conditions, and new school situations.
6. The secondary school should be adequately financed so that satisfactory building facilities, grounds, equipment, and teaching personnel may be provided.

I. GENERAL PRINCIPLES FOR THE ESTABLISHMENT AND APPROVAL OF SECONDARY SCHOOLS

A. TERMINOLOGY

The term "secondary school" has recently come into almost universal use as a substitute for the term "high school," except for the designation of a particular school. In general, the School Laws of Pennsylvania, enacted prior to 1937, use the older terminology. Since 1937, the Laws and the usage of the Department of Public Instruction have adopted almost exclusively the newer term. It is believed that the designation, "secondary school," is more expressive of what the school aims to provide in the way of an educational program. A secondary school, therefore, in all cases refers to any type of school which the law designates as a high school.

B. DEFINITION

A secondary school is a school which provides an educational program beyond an elementary program. The law specifies four years and six years of secondary school beyond eight years and six years respectively of elementary school. Conformity to the regulations of the Department of Public Instruction is required of all secondary schools (Section 1701.)¹

By regulation of the Department of Public Instruction, a five-year secondary school may be approved beyond an elementary school of seven years.

The interpretation and practice of the Department of Public Instruction with respect to this provision is that the education of pupils who have completed the eighth year shall be carried on in a school which has been approved under the regulations of the Department as a secondary school, and that any extension of a secondary school to include the seventh and eighth years depends upon the recognition of the extent of the elementary program. In practice, therefore, the complete program has been a four-year program (grades IX-XII), a five-year program (grades VIII-XII), or a six-year program (grades VII-XII). In this practice, also, a junior high school may be established only when the ninth year is included in that organization.

C. LENGTH OF TERM

A minimum school year of 180 days is required for all types of secondary schools specifically designated in the Law. (Section 1701.) The Department of Public Instruction makes the same requirement for secondary school organizations approved by the Department but not specifically mentioned in the Law.

D. ESTABLISHMENT AND APPROVAL

1. In a district of the fourth class, a new secondary school may be established, or an existing school may add a year by securing

¹ References are to Sections of the School Laws of Pennsylvania.

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prior approval of the county superintendent and of the Department of Public Instruction. (Section 1701.) Approval for establishment or change of program should be made not later than May 1, prior to the opening of school in September. Application forms for the establishment of a secondary school, or the extension or reorganization of an existing school, may be secured from the county superintendent of schools.

2. In first, second, and third class school districts, a school established and organized under the provisions of the Law, and in accordance with the regulations of the Department of Public Instruction, will be approved as a secondary school.

E. CLASSIFICATION

1. Approval of a plan of organization or program of studies does not automatically classify a school. Classification of a new school or reclassification following the extension or reorganization of an established school is given after the school has been in successful operation on the new basis for the major part of a year, and upon evidence that requirements for classification have been met.
2. Reports from local school authorities and the recommendations of the responsible superintendent of schools should be submitted not later than November 1, of the year in which the new school or the reclassified school is in operation for the first time.
3. A personal visit by a representative of the Department of Public Instruction will be made before classification or reclassification is made.

F. SUPERVISORY JURISDICTION

The superintendent having jurisdiction over a county or a district in which a secondary school is situated is responsible for its supervision. (Section 1706.)

II. ELIGIBILITY AND ADMISSION OF PUPILS

A. GENERAL ELIGIBILITY

In a school district maintaining a high school, all children under the age of twenty-one who shall be found qualified shall be admitted to the public secondary school. (Section 1703.) Non-resident pupils may be admitted under the same conditions. However, admission of non-resident pupils is subject to the approval of the board of school directors of the district maintaining the secondary school. (Section 1707.)

B. ADMISSION

1. Resident pupils shall be admitted to public secondary schools upon examination prescribed by the local board of school directors, subject to such rules and regulations as the Superintendent of Public Instruction shall prescribe. The law does not specifically state any given type of examination. (Section 1703.)
2. Non-resident pupils are admitted to secondary schools upon certificates of the county superintendent having jurisdiction over the district of residence, and upon consent of the board of directors of the district maintaining the school. An examination may or may not be required. In the latter case, the district of residence must agree in writing to such admission without examination, and the county superintendent must give his approval in writing. (Sections 1707 and 1710.)

C. ASSIGNMENT OF NON-RESIDENT PUPILS

1. Pupils residing in a district which does not maintain a secondary school may attend the nearest or most conveniently located secondary school. (Section 1707.)
2. Pupils who reside in a school district which does not maintain an approved vocational school or department may attend any such school or department in any other district, and refusal to admit such pupils to such school or department is subject to final review by the State Council of Education. (Section 3412.)
3. Pupils who reside in a school district which maintains no public secondary school other than a vocational school may attend the nearest or most conveniently located academic secondary school. (Section 1707.)
4. Pupils residing in a district which maintains a secondary school whose program of studies terminates before the end of the twelfth year may, upon completion of the partial program, attend the higher grades of the nearest or most conveniently located secondary school providing instruction in such higher grades. (Section 1707.)
5. Eligible pupils residing in a school district maintaining a secondary school but residing three or more miles by public road from the nearest secondary school in such district, unless free transportation is provided, may attend any more convenient secondary school in another district. (Section 1709.)

6. Pupils residing in a district providing instruction in grades seven and eight are not eligible to attend grades seven and eight in a junior high school or a six-year high school at the expense of the district of their residence. (Section 1708.)

D. TUITION OF NON-RESIDENT PUPILS

1. Pupils eligible to attend academic or vocational secondary schools in districts other than districts of residence may do so at the expense of the residence district. (Sections 1707 and 1709.)
2. The board of directors of a school district maintaining a secondary school attended by pupils from another district, shall, upon admission, certify the admission of such pupils to their respective residence districts, and to submit an itemized statement of the cost of tuition. (Section 1708.)
3. Charges for tuition are equal to the per capita cost of instruction, less State appropriations for teachers' salaries, calculated on the basis of average daily attendance for the entire previous school year. (Sections 1708, 1711, and 1716.)
4. Items which may be included in the cost of tuition are limited to the following, separately calculated for elementary and secondary schools:

Instruction, including salaries of members of the teaching and supervisory staff, and attendance of teachers at institute.

Textbooks and school supplies.

Fuel, light, water, and janitor service.

Ten per centum of total cost of these items.

Section 1716.)

III. THE CLASSIFICATION OF SECONDARY SCHOOLS

A. LEGAL REQUIREMENT OF CLASSIFICATION

The classification of public secondary schools in Pennsylvania is prescribed by law as follows: "The Department of Public Instruction shall have the power and its duties shall be: To classify the high schools of the State upon the basis of the reports of the directors and the State inspectors of high schools in compliance with the provisions of the School Laws." (Section 2904e.)

B. TYPES OF CLASSIFICATION

Under the general and specific legal provisions for the classification of secondary schools and the power to regulate such schools (Section 1701), the Department of Public Instruction recognizes the following types of classification:

1. Three-year junior high school, grades VII-IX.
2. Four-year junior high school, grades VII-X.
3. Five-year junior-senior high school, grades VII-XII or VIII-XII.¹
4. Six-year junior-senior high school, grades VII-XII.
5. Three-year senior high school, grades X-XII.¹
6. Two-year senior high school, grades XI-XII.¹
7. Two-year high school, grades IX-X.
8. Three-year high school, grades IX-XII.
9. Four-year high school, grades IX-XII.
10. Vocational high school, grades VII-XII or IX-XII.

This school is usually the first year of a newly established school and is designated a secondary school for the purpose of reimbursement of teachers' salaries.

C. LIMITATIONS ON ESTABLISHMENT AND CLASSIFICATION

At the various times of original passage of Section 1701 and its several amendments, the public secondary school had not attained the degree of popular favor now prevalent. Public opinion very largely held to the notion that the function of the school was preparation for entrance to higher institutions. Such preparation was a matter of acquiring academic content and of the possession of a limited amount of academic skills. Any small school could very reasonably meet these requirements. As a result the small academic secondary school has, until recent years, been accepted as satisfying the educational needs of youth, and schools meeting the lowest minimum requirements were established even in populous areas and often in close proximity to each other.

Our increased secondary school enrolment, our improved roads with their larger community concept, and the public demand for a functional program on the secondary level for all pupils now in attendance have so

¹ Established by regulations of the Department of Public Instruction.

modified our thinking that former satisfactions are no longer acceptable. For this reason the Department of Public Instruction places greater emphasis on other aspects of the secondary school than the mere organization of two or more grade levels into a school. These aspects are embodied in twelve standards of classification. Of necessity, existing schools may not in every case be able at once to satisfy these standards, but schools seeking reorganization and further development and new schools will be approved only along the lines of the standards.

D. BASIC PRINCIPLES OF ESTABLISHMENT AND CLASSIFICATION

It is almost impossible to separate the justification for establishing and maintaining a secondary school from the principles of classification. For this reason, it is necessary to recognize certain fundamental and basic principles. These may be stated as follows:

1. The educational program should be based on the needs of youth and of society.
2. The smallest secondary school to be approved hereafter shall be large enough to support a comprehensive program.
3. Proposed new schools shall provide the necessary facilities for housing the program. The improvement and extension of buildings for existing schools shall provide for an extension of the program as well as for increased enrolment.
4. Every junior high school shall provide throughout the seventh, eighth, and ninth years a program of general education for all pupils.
5. Every senior high school shall provide an educational program which offers choices in general education, college preparatory education, homemaking education, business education, agriculture education, and industrial education.
6. All junior and senior high schools shall include instruction in art, guidance, health, music, and physical education.
7. Every junior-senior high school shall combine the educational programs heretofore stated for junior and senior high schools.
8. All other types of secondary schools shall be considered variations of the types named, and any extension of their programs shall be in the direction of the comprehensive program.

E. STANDARDS FOR THE CLASSIFICATION OF SECONDARY SCHOOLS

Standard I—Length of Term

The minimum school term shall be 180 days of actual school. (Section 1701, School Laws of Pennsylvania.)

The school calendar should be adopted by the board of school directors at the beginning of the school year. The minimum specification of 180 days is exclusive of all holidays and half-holidays and should be rigidly adhered to.

Standard II—Organization

The organization shall be in accordance with the specifications of the Law and the regulations of the Department of Public Instruction which it is empowered to make under the Law. (Section 1701.)

This standard relates to the various types of secondary schools to be established and classified.

Standard III—Program of Studies

The program of studies shall be in accordance with the program of studies recommended by the Department of Public Instruction. (Sections 1607 and 1608.)

Programs of study issued by the Department of Public Instruction are suggested and in no wise intended to restrict schools in organizing the work in any course to conform to the objectives of school. On the other hand, a minimum educational program should be guaranteed those who attend a public secondary school.

Standard IV—Size

The school grounds shall be ample for the number of pupils to be accommodated and shall be landscaped and maintained in keeping with the standards of good taste.

The school grounds should provide for present needs and future development for both school and community needs. They should be large enough to allow for the proper frontage length and setting or placing of the building, service areas, lawns, and a playground of adequate area to care for the needs of the school. A desirable area of the school ground exclusive of the area occupied by buildings, service areas, and lawns should be from five to fifteen acres. Accessibility, environment, drainage, nature of the soil, and landscaping are factors to be considered in selecting and developing a suitable school site.

Standard V—Building

The school building shall be ample to accommodate pupils according to the organization of the school and the type of program offered. In construction it shall be safe, durable, and convenient. In its plan, it shall provide adequately for all the educational and personal services of the school. It shall be maintained in good repair, and in the highest standard of cleanliness and sanitation.

The School Code, Article VI, Sections 622 ff., sets forth rules and regulations for the construction of school buildings. The law specifically refers to fire escapes, safety appliances, lighting, heating, ventilation, floor space, water supply, and sanitation. The building should be constructed in accordance with the educational program, administrative convenience and architectural beauty. The various types of classrooms, the auditorium, and the gymnasium should be constructed in accordance with the purposes to be served and should be adequate to accommodate the classes using them.

Standard VI—Furniture and Equipment

The furniture, equipment, and supplies of the school shall be of such kind, quality, and amount as shall make possible the achievement of the objectives of the educational program.

In the selection of school furniture, careful consideration should be given to hygienic requirements for correct posture and adaptability to varying types of classroom activities. Suggested room layouts for special subject fields as industrial arts, science, music, art, and homemaking may be obtained from the Department of Public Instruction. The quantity of equipment and supplies should be conditioned by the size of classes and the number of pupils enrolled and it should be sufficiently diversified to permit varied forms of class activities.

Standard VII—Staff Qualifications

The administrative, supervisory, and teaching staff shall be qualified by proper certification and experience.

Every principal, supervisor, and teacher is required to be certified for the function to be performed. In addition, administrators, supervisors, and teachers should have a broad background of education and experience, an understanding of children, and an earnest zeal for the work in which they are engaged. A broad knowledge of the natural sciences, social studies, the arts, music, language, and literature should be a fundamental part of the equipment of every teacher.

Standard VIII—Staff Adequacy

The teaching load of the staff shall conform to approved standards with respect to instructional time per week, numbers of pupils per week, and non-instructional duties, in addition to instructional time. There shall be provided adequate clerical assistance for the staff.

The pupil-teacher ratio, the number of classes taught daily or weekly by teachers, and the number of pupils per class section must be such as to make effective learning possible. The pupil-teacher ratio should be twenty-five-thirty in average daily membership. Teachers should not meet more than five sixty-minute classes daily. Junior high school classes should not exceed thirty-five pupils, and senior high school classes, thirty pupils. Classes of more than ten per cent in excess will be considered over-size.

Standard IX—Pupil Load

The pupil load shall be of such kind and amount as is determined by the type of program carried, and the total amount shall take into account the pupil's whole school day, his out-of-school activities, and his home study, if any.

The usual pupil load should not exceed twenty periods of work requiring reading and study, exclusive of health, music, and activities. Only pupils ranking well above the average should be permitted to carry a program requiring more than this standard. Directed study and a full program of library, auditorium, gymnasium, and club work within

the school day are preferable to a rigid study and recitation type of procedure.

Standard X—School Records

An adequate system of pupil personnel records is essential in every school. Complete records of the educational program and its administration, the staff personnel, the extra-class activities and their business administration, and quantity and quality of school equipment are evidences of administrative and supervisory efficiency.

All records should be maintained and evaluated on the basis of service. They should be kept in the form most conducive to utility. In particular, they must not be elaborated to the point of reducing the principal and the teachers to the rank of clerk.

Standard XI—Library

There shall be in each school an adequate school library, properly housed, adequately financed, and administered by a faculty member with approved library education.

Every secondary school is required to have a suitable library. In the larger schools the library will be housed in a separate room with full provision for workroom, conference room, shelving, charging desk, magazine rack, tables, and chairs. Seating space for approximately ten to fifteen per cent of the school enrolment should be provided in the library. A conveniently located classroom connected with the library should be provided for classes desiring to do research work in connection with the library. This room can also be used for the library instruction which should be a part of the program of every school. In very small schools the library may be located in an over-size library-classroom.

Standard XII—Guidance

The guidance program of each school shall be a definite program whose administration is definitely assigned to one or more members of the faculty according to its general plan and purpose.

Guidance is based on an adequate knowledge of the pupil, the home, the community, the school and its philosophy, and the larger world into which the pupil will go. Its services include personal and group counseling. A place on the school program, an adequate record system, and general school morale are evidences of a guidance plan in operation.

IV. THE PROGRAM OF STUDIES

A. LEGAL BASIS FOR THE PROGRAM OF STUDIES

1. All subjects, except foreign languages, taught in public or private elementary schools and in public secondary schools in Pennsylvania are required to be taught in the English language from English texts. (Section 1607.)
2. The Department of Public Instruction is authorized by the statutes to designate and approve the program of studies for public secondary schools. (Sections 1607 and 2904g.)
3. The superintendent having jurisdiction has supervisory power over any local adaptation of the general program of studies, but such adaptations must be in conformity with the general recommendations of the Superintendent of Public Instruction. (Sections 1608 and 1712.)
4. Physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system, and with special reference to tuberculosis and its prevention, are required to be taught in every secondary school. (Section 1609.)
5. The Constitution of the United States is required to be taught, subject to the specifications of the Superintendent of Public Instruction, in all public and private schools located within the Commonwealth. (Section 3903.)

B. GENERAL SCOPE OF THE PROGRAM OF STUDIES

1. The educational program of the public secondary school should find its justification in the needs of youth in the present as well as in the probable future state of society. This aim is significantly different from a program almost wholly designed to fit youth into the mold of an immediate and static adult life.
2. The program of the school should provide for the varied interests of all the pupils who now are enrolled in the public secondary school. Each of the many interests should be provided for extensively so that there may be no implication of the superiority of any field of learning over another field. The world has as much use for artist and artisan as it has for the professional worker and the statesman.
3. Within the general program there should be sufficient flexibility and adaptation to make possible successful experience regardless of the ability of the pupil. Instructional procedures and materials should be especially adapted to this same end. The pupil of slow working habits and the pupil of low ability are entitled to the same satisfying emotional accompaniment of their school experiences as their companions.

C. THE JUNIOR HIGH SCHOOL

It is currently recognized that the elementary school period has decided limitations determined in part by the immaturity of the pupil. This is true whether the elementary school terminates with the sixth or the eighth year. It is proposed, therefore, that the program of general education be extended for all children throughout the junior high school period, including the seventh, eighth, and ninth years in any type of school organization. This proposal should make possible the following provisions for the pupil:

1. On the part of the school, a sympathetic understanding of his evolving personality.
2. Guidance in assisting him to discover and evaluate himself in his social environment.
3. Experiences in, and a study of, practical and constructive social participation.
4. Experiences in self-expression through spoken and written language, art, music, and the practical arts.
5. A view of the ideals and aspirations of youth and adulthood as revealed in literature, art, and music.
6. The maintenance of a lively curiosity concerning the world about him.
7. An acquaintance with elementary science and its common applications in his environment.
8. Activities, self-initiated in part, to enable him to discover his own aptitudes and capacities.
9. And in the last year, at least, guidance and instruction which will give him a preliminary and elementary insight into opportunities for vocational usefulness.

In making suggestions for the various fields and areas of instruction and their time allocation, especially on the lower secondary level, it is not necessarily implied that rigid specialization follows. There is a growing belief that subject matter in secondary schools has been developed and specialized at the expense of the pupil's developing character and personality. Such specialization has expressed itself through a large number of pupil-teacher contacts, many which were comparatively brief. A noticeable and growing practice in some schools now is materially to reduce the total number of pupil-teacher contacts, and to lengthen the period of the individual contact. By this means, it is hoped to render the guidance function more effective and to provide more significantly for a fusion of instructional materials and for the development of the pupil as a personality. Where experimentation in this respect is attempted, care should be taken in the selection of teachers who themselves have the personal qualifications for the peculiar responsibilities of their assignment. Any assignment of teachers in this manner will, of course, be subject to the limitations of fully approved certification.

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Despite the fact that much educational philosophizing of a liberal nature seems to disappear in the face of the specific necessities of schedule making, it is felt essential that suggestions herewith given should be made as a guide to practical interpretation.

JUNIOR HIGH SCHOOL PROGRAM OF STUDIES (WITH RECOMMENDED NUMBER OF 60-MINUTE PERIODS PER WEEK)

Seventh Year	Eighth Year	Ninth Year
English (5)	English (5)	English (4)
Social Studies (5)	Social Studies (4)	Social Studies (4)
Health and Phys. Ed. (3)	Health and Phys. Ed. (3)	Health and Phys. Ed. (3)
Mathematics (4)	Mathematics (4)	Mathematics (4)
Geography and Science (5)	Geography and Science (3-5)	Science (4)
Library (1)	Library (1)	Library (1)
Music ¹ (1)	Music ¹ (1)	Music ¹ (1)
Art ¹ (1)	Art ¹ (1)	Art ¹ (1)
Practical Arts ¹ (2)	Practical Arts ¹ (2)	Practical Arts ¹ (2)
Assembly, Homeroom, Guidance and Activities (3)	Assembly, Homeroom, Guidance and Activities (4)	Optional Instruc- tion (0-2)
Total (30)	Total (30)	Assembly, Homeroom, Guidance and Activities (4)
		Total (30)

Except for minimum specifications in art, music, the practical arts, and health and physical education the recommendations for time allocation are adaptable to the special needs of any school in any community. The only requirement is that the full program of general education be carried on throughout the three-year period. Any introduction of additional materials not implied or included in the suggested program would be subject to the necessary adjustment of the program as given. Any marked departure from this program may be submitted to the Department of Public Instruction for suggestions prior to institution.

In allocating one period per week to the use of the library, it is proposed that this limited specification of time on the schedule of the school be used for instruction in the use of the library, and for browsing and free reading in those periods not devoted to instruction. It is not to be implied that this is the exclusive time a pupil should spend in the library. Teachers of English, social studies, and science especially, should make library usage part of their instructional technique. Such usage may involve entire classes taken to the library for reading and study. Frequently, it may also require the sending of pupils to the library for specific and general purposes during periods of directed learning. In larger schools, or in smaller schools with limited library room facilities, it may be necessary and desirable to withdraw on a reserve basis a considerable number of books for temporary classroom use.

D. THE SENIOR HIGH SCHOOL

In view of the proposal that the junior high school period should provide general education, it follows that the senior high school period should be special education to the degree that specialization is provided

¹ Recommendations in art, music, the practical arts, and health and physical education are minimum requirements for the classification of junior or junior-senior high schools. The minimum requirements in practical arts are homemaking for girls and industrial arts for boys.

in the public school program. However, the fact that complete specialization for vocational life may find its place beyond the traditional twelfth year terminus should not be lost sight of. It is apparent that occupational entrance will in the future be delayed beyond the eighteenth chronological year just as professional entrance is at present. In this event our secondary program for the majority of the pupils will be pre-occupational in the sense that the academic program is pre-professional and pre-collegiate for a small portion of them now. Taking the situation as it appears, the following general principles would seem to apply to the building of a program of studies for the senior high school level:

1. All specialization belongs in the senior high school level. In this sense, college preparation is as much a specialized objective as business, homemaking, agriculture, and industrial education.
2. Insofar as the pupil's own interests and capacities permit, there should be a common core. The minimum requirement for Pennsylvania is two years of English, two years of social studies, and health and physical education throughout the entire period. Wherever possible, this minimum should be extended to include additional English and social studies.
3. A broad program of general education should be carried as far as possible into the upper secondary levels. Special interests should be delayed until such time as their demands require. Areas of instruction designed to be of practical value in post-school life should be placed as near the end of school experience as possible. This applies to both pre-occupational and pre-professional fields.
4. Both within and without provision for specialization, the practical and useful arts should be encouraged. While it is true that in the near future a greater number of professional workers may be needed, it is equally true that, due to increased secondary school enrolment and retention, a relatively smaller percentage of graduates will find opportunities in the professions.
5. Music and art for those with special interest and talent should constitute major fields of learning. In addition to this, however, there should be ample provision for the enrichment of the experiences of all pupils through instruction and activities in these fields.

1. A SENIOR HIGH SCHOOL PROGRAM

Any arrangement of a program of studies on the senior secondary school level depends wholly upon the purposes which it is designed to serve for the individual pupil. The following minimum schedule is

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based on the minimum graduation standards for Pennsylvania secondary schools:

Tenth Year

English	1 unit	Required
Social Studies	1 unit	Required
Health and Physical Education	$\frac{1}{3}$ unit	Required
Electives	2 units	Elected on basis of se-
Guidance	0 units	quence requirements
	<hr/>	One period per week
Total	$4\frac{1}{3}$ units	

Eleventh Year

English	1 unit	Required
Social Studies	1 unit	Required
Health and Physical Education	$\frac{1}{3}$ unit	Required
Electives	2 units	Elected on basis of se-
Guidance	0 units	quence requirements
	<hr/>	One period per week
Total	$4\frac{1}{3}$ units	

Twelfth Year

English	1 unit	Recommended
Social Studies	1 unit	Recommended
Health and Physical Education	$\frac{1}{3}$ unit	Required
Electives	2 units	Elected on basis of se-
Guidance	0 units	quence requirements
	<hr/>	One period per week
Total	$4\frac{1}{3}$ units	

2. ELECTIVES IN THE SENIOR HIGH SCHOOL

Choices of elective courses are governed by the principles set up in Graduation Standards for Secondary Schools. (See page 30.) They should be determined by the main purpose of the general type of program desired by the pupil. Suggestions for making individual and group programs are made here for the purpose of general guidance only.

General Education	English
	Social Studies
	Science
	Mathematics of the social living type
	Art
	Music
	Homemaking
	Industrial Arts

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College Preparation	English Social Studies Mathematics Science Foreign Language Art ² Music ² Practical Arts ² Typewriting (for personal use)
Business Education	Business Studies ³ English Social Studies Science Art Music Practical Arts
Homemaking Education	Homemaking and Related Studies ⁴ English Social Studies Science Art Music Mathematics of the social living type
Industrial Arts Education	Industrial Arts Courses ⁵ Drawing English Social Studies Mathematics Science Art Music
Agriculture Education	Agriculture Studies ⁶ English Social Studies Mathematics Science Art Music

² To extent permitted by college to which entrance is sought.

³ Refer to Bulletin 102—The Organization and Administration of Commercial Education in Secondary Schools.

⁴ Refer to Bulletin 320—Education for Homemaking. Bulletin 321—Units of Work in Homemaking Education.

⁵ Refer to Bulletin 331—Industrial Arts Education in Junior and Senior High Schools.

⁶ Refer to Bulletin 250—Vocational Agriculture in Pennsylvania. Bulletin 251—Summer Program for the Vocational Agriculture Teachers.

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Fine Arts Education	Art ⁷ Music ⁸ English Social Studies Modern Language Practical Arts
Vocational Trade and Industrial Education ⁹	Trade, Shop, and Related Studies
Distributive Occupations Education ¹⁰	Distributive Occupations Studies and Related Employment
Correspondence Study ¹¹	Directed Correspondence Study in Approved and Classified Schools

⁷ Refer to Bulletin 261—Course of Study in Art Education.

⁸ Refer to Bulletin 371—Course of Study in Music Education for Elementary and Secondary Schools.

⁹ Write the Division of Industrial Education, Department of Public Instruction, regarding the establishment of Trade and Distributive Occupations Education.

¹⁰ Refer to Bulletin 270—The Administration and Organization of the Distributive Education Program.

¹¹ Refer to Bulletin 291—Directed Correspondence Study.

V. SPECIFIC COURSES AND THEIR GRADE PLACEMENT

It is almost impossible to specify the materials of instruction by using specific subject names and at the same time to indicate these subjects by recommended grade placement without setting a pattern which tends to become an inflexible rule of procedure in most schools. For the most part in the secondary schools, grade placement of materials of instruction within the various fields probably would make little difference except in those areas which are necessarily prerequisites to other areas. This is undoubtedly true within a given school with a permanent enrolment; however, the records show that migration of students throughout the secondary school period is widespread. In view of this fact, and the additional fact that many of our schools are so small as to require a very fixed type of program, it seems necessary to make some suggestions concerning grade placement with respect to part of the program at least. The following suggestions with respect to the general nature of the program and the grade placement are therefore made:

A. ENGLISH

Every school is required to offer a general program of oral and written English and literature in each of the years for which the school is approved. Smaller schools should offer this program only and should include materials which are also served by specialized courses of English in larger schools. The special interest should be provided for through units of instruction. Only when the school becomes large, should an attempt be made to specialize in the English field. Such specialization should be justified by the apparent needs of the pupil for extended work of a specialized nature. Such courses might include public speaking, dramatics, journalism, creative writing, and business English. Recommendations for organizing a program of instruction in literature are found in Bulletin 97, *Literature for Secondary Schools*.

It is recommended that the two-year basic requirement in English be fulfilled in the tenth and eleventh years in order that pupils transferring may be guaranteed security in meeting the basic requirements. If, for any reason, there should be variation from this recommendation, it will be necessary to require English in the twelfth year.

B. SOCIAL STUDIES

Every school is required to offer a year of social studies for each year for which the school is approved. It is recommended that the social studies courses be organized as suggested in Bulletin 411, *Suggestions for Developing a Social Studies Program in Secondary Schools*, and Bulletin 410, *Chart Showing Scope and Sequence of Social Studies Program*.

It is recommended that the two-year basic requirement in social studies be fulfilled in the tenth and eleventh years in order that pupils transferring may be guaranteed security in meeting the basic require-

ments. If, for any reason, there should be variation from this recommendation, it will be necessary to require social studies in the twelfth year.

C. MATHEMATICS

For convenience in administration with special reference to pupils who transfer, it is recommended that the college preparatory mathematics be offered uniformly in the following order:

Tenth year: Plane geometry.

Eleventh year: Algebra—the first full year of algebra.

Twelfth year: Choice of algebra II, solid geometry, and trigonometry.

Business mathematics should be offered in accordance with the needs of the business pupils. Mathematics for social living should be offered in the last year, if possible, in order that the general maturity of the pupil may be brought to bear on the practical mathematical implications of adulthood.

D. SCIENCE

Advanced general science in the senior high school should, if possible, be offered to pupils of maturity. Applied science should be located with respect to its related needs. Biology is generally placed, and is for the present recommended, in the tenth year. For the sake of transfers, physics and chemistry should be definitely placed, but there is such general difference of opinion that these are merely recommended for the eleventh and twelfth years. Physics is more commonly offered in the eleventh year than is chemistry.

E. FOREIGN LANGUAGES

It is recommended that the study of foreign languages be restricted to the senior high school. Latin, French, German, and Spanish are more commonly taught than any other languages. In the smaller schools where only two years of one foreign language are offered, it is recommended that placement be in the last two years. Bulletin 340, *Teaching Modern Languages*, should be consulted in planning foreign language instruction.

F. MUSIC

Instruction in music should be organized in accordance with suggestions offered in Bulletin 371, *Course of Study in Music Education*. Major courses in music should be offered wherever possible. This suggestion applies not only to the traditional, and unfortunately often academic, theory and harmony courses, but to all types of vocal and instrumental music experiences on an instructional basis. Music should take a more prominent place in the secondary school curriculum. Full credit toward graduation should be granted for music.

G. ART

Art should be offered as a major subject wherever it can be justified by a sufficient number of pupils. In smaller schools it is recommended

that classes be organized by the inclusion of pupils from the different grade levels. This plan is recommended in Bulletin 261, *Course of Study in Art Education*. Art functions in almost every phase of modern life. As in music, art opportunities in the secondary schools should be greatly expanded.

H. HEALTH AND PHYSICAL EDUCATION

One period of health instruction and two periods of physical education per week are recommended throughout the entire secondary school period of six years. Regardless of the permissive minimum of 120 minutes per week necessary to meet minimum graduation standards, it is recommended that 180 minutes may be devoted to this important phase of the educational program. For suggestions concerning the development of a program, the following bulletins should be consulted: Bulletin 310, *Conduct of Elementary Physical Education*, and Bulletin 311, *Orientation and Guidance in Physical Education for Secondary Schools*.

I. PRACTICAL ARTS AND VOCATIONAL EDUCATION

Practical arts and vocational education instruction should be offered in every school in accordance with the needs and interests of the community. The necessary shops and laboratories should be adequately housed and equipped to the end that mere academic discussion and study of the occupational fields may not receive dominant emphasis. In establishing and maintaining these educational services, the counsel of the various State and local advisers should be sought, and there should be a thorough acquaintance with the special publications of the Department of Public Instruction in these fields.

J. THE LIBRARY AND ITS USE

The school library is indispensable to the pupil's educational progress, to his personal pleasure, his intellectual growth, and his future happiness. The development in the pupil of the habit of using the library as a place where authoritative information may be secured and as a source of reading materials offering many hours of pleasure is a direct responsibility of the secondary school.

The pupil should be permitted ample time in the library to develop the proper skills and attitudes. One period per week for every pupil is a minimum, although a period daily for many pupils will undoubtedly be a profitable experience. This time can be well spent in searching for information, browsing among the magazines and books, and reading for pleasure.

K. GUIDANCE

The need for guidance in secondary education increases with the increasing complexities of the social environment and of a program designed to serve the educational needs. Regardless of any opinion on the effectiveness or ineffectiveness of present efforts, this need must be met. Through group guidance and personal counseling, youth in the

schools must be aided in an intelligent approach to the identification, evaluation, analysis, and attempted solution of their personal, social, educational, and vocational problems. An abundance of materials on guidance is available, but techniques for the use of this material are not known nor even agreed upon for general practice. Despite this fact, the attempt to administer a program until satisfactory procedures are developed must continue in all our schools. The Department of Public Instruction has issued, for the use of teachers, Bulletin No. 300, *Suggestions for Developing Guidance Practices in Secondary Schools*.

L. REORGANIZATION OF INSTRUCTIONAL MATERIALS

It is hoped that schools will be able to use these suggestions to make the materials of learning more meaningful. In the discarding of older and the introduction of newer instructional content, schools are sometimes subjected to the criticism of making education "easy." Such criticism is unfair and is not in keeping with the principles of the psychology of learning. Intellectual and social growth does not take place because materials of learning are "hard," nor because they are "easy," but because they appear to have significance to the learner.

Nothing in this bulletin should be interpreted as a restriction upon the activities of schools nor upon teachers prepared and willing to undertake experiments in the organization and reorganization of instructional materials. Integrated programs, instructional materials which cut across traditional subject lines, and newer areas of instruction are encouraged for careful experimentation and evaluation.

Schools are encouraged to refine subject-matter areas in terms of content more meaningful and more closely related to the lives of youth. Problems of importance to the learner, those which deal with his personal growth and development and directly affect his everyday life, should make up a major part of the curriculum for an increasing number of pupils. Such phases as family and social relationships, nutrition, personal care and development, selection and care of clothing, consumer education, safety, conservation education, and housing have direct bearing upon and are of keen interest to all boys and girls. The curriculum should be life itself.

Perhaps, it should be said, rather than merely implied, that variations from the suggestions should be common. In fact, in the planning of this part of the bulletin there has been a deliberate attempt to offer a program without setting an inflexible pattern. It is neither possible nor desirable to name the 206 subject offerings reported in a recent Office of Education bulletin.¹² General instructional field names have been used wherever possible in preference to more restricted and specific terms. Regardless of names of courses, traditional or new, the actual learning experiences included are of more significance than the titles. It may be that a thorough redefinition and reconstruction of courses under present titles would accomplish more than the invention of new names.

¹² *Offerings and Registrations in High School Subjects, 1933-1934*. Bulletin No. 6, 1938, Superintendent of Documents, Washington, D. C.

VI. GRADUATION STANDARDS FOR SECONDARY SCHOOLS

A. GENERAL PRINCIPLES

The following general principles are given as a background for the standards for secondary school graduation:

1. Graduation should be a function of the senior high school exclusively. The junior high school should be completely organized on the basis of its original philosophy, and its ninth year should not be in reality the first year of the senior high school. The educational practices which perpetuated the beginnings of specialization in the ninth year are not in accord with the principles of curriculum construction, nor have they promoted to the fullest extent the reorganization of the ninth year as part of the junior high school.
2. Senior high school educational programs and requirements for graduation should be so arranged that all the present pupils and those for whom provision should be made will be able to obtain a well-rounded education which is in accordance with their needs, capacities, and interests. Instruction on all levels and in all areas should be organized and administered so that pupils will gain meaningful and satisfying experiences. Every pupil is entitled to feel that these experiences are finally his best efforts, and, therefore, a success. Graduation is a mark of success. Practically every pupil should be able to look forward to, and experience graduation. To this end an educational program adaptable to individual needs should be the aim of every school. It is contrary to a constructive educational philosophy to urge or require pupils to attend schools in which the educational program has not been organized in accordance with the needs, interests, and abilities of the pupil, in light of the needs of society. Such procedures would be unsound psychologically for the pupil, socially for the community, and financially for the State.

It is proposed, therefore, that all areas of instruction shall have equal standing in meeting graduation requirements. Except for a minimum of English, social studies, and health and physical education, there shall be no undue implication of respectability attached to any field of instruction. These proposals will necessitate educational guidance, rather than vertically differentiated curriculums as the determining factor in the pupil's selection of his program of studies.

3. The extension and reorganization of instructional materials should receive continual emphasis. There are now in the public secondary schools many pupils who are not interested in traditional academic materials of instruction. Other pupils of similar disposition, who would ordinarily discontinue school, will not be retained in school in Pennsylvania by virtue of Act of the General Assembly, No. 478, 1937. Furthermore, there are those gen-

erally capable pupils who have a desire to pursue studies of a more useful nature than are now generally offered in the secondary schools. It is only reasonable to conclude that suitable instructional materials should be found and included in the school program of studies for these pupils.

The search for more useful, and the constant reorganization of present instructional materials, constitute a challenge not only for the Department of Public Instruction, but for every administrator and teacher in the secondary schools of the Commonwealth.

4. There should undoubtedly be some improved measure for evaluating the achievement of pupils on a quantitative basis as they progress through the educational program. But until some other generally accepted method is brought forth, and made practicable, it is proposed that the commonly used unit be retained as the standard of this quantitative measure.
5. Specialization belongs in the senior high school. Among other specialized functions, the public secondary school should continue the preparation of pupils for institutions of higher learning. This responsibility should be undertaken exclusively on the senior high school level, and should take into account changing ideas about what constitutes preparation for higher education.

B. MINIMUM STANDARDS FOR GRADUATION

Pennsylvania public secondary schools approved and classified to include the twelfth year shall require for graduation the completion of a program of studies and activities which satisfies the minimum graduation standards of the Department of Public Instruction and the local school. Such schools and other classified schools may recognize the completion of programs of study other than those comprehended in graduation by certificates of promotion, achievement, or any designation except graduation according to the purposes of the recognition in the local school. Graduation from an approved vocational school, or from a non-vocational school with approved vocational departments, shall be in accordance with the State plan for vocational education.¹

1. Standards arising from school organization.
 - a. Graduation from a public secondary school shall be based upon the achievement of three years of work in the senior high school comprising the tenth, eleventh, and twelfth years in any type of school organization.
 - b. Admission to the senior high school shall be based upon achievement in the junior high school comprising the seventh, eighth, and ninth years, or their equivalent, in any type of school organization.

¹ A vocational industrial, a vocational agricultural, or a vocational home economics school or department is a distinctive organization of courses, pupils, and teachers approved by the State Council of Education. (Section 3406.) Information regarding the establishment of such schools or departments may be obtained from the Department of Public Instruction.

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2. Standards arising from program of studies.

- a. The program of studies shall consist of such instructional materials and activities as are approved by the State Council of Education or by the Department of Public Instruction.
- b. Within the program of studies offered in any senior high school, graduation requirements shall be expressed in terms of three-unit sequences, two-unit sequences, and single units.
- c. A minimum of thirteen units in the tenth, eleventh, and twelfth years shall be required for graduation. Of these thirteen units, nine shall be satisfied by sequences, including one three-unit sequence.
- d. Two units of English shall be required. Three units are recommended.
- e. Two units of social studies shall be required. Three are recommended.
- f. A minimum in health and physical education of one hundred twenty minutes per week for the entire secondary school period is required. Two periods of physical education and one period of health per week are recommended. One-third unit credit per year shall be given for this work.
- g. A maximum of two units of work earned in courses approved for less than one-half unit per year may be permitted as part of the thirteen units specified.
- h. Clubs and extra-class activities which may be required in any school shall be in addition to the thirteen units specified.

3. Standards arising from unit measures.

- a. A unit of work shall be a minimum of two hundred minutes per week, exclusive of time for changing classes, for a period of thirty-six weeks or its equivalent, of classroom work presuming additional reading or study. The minimum length of a class period permitted is forty minutes clear.
- b. A unit of combined classroom and laboratory work shall be a minimum of two hundred fifty minutes per week of thirty-six weeks or its equivalent. The minimum length of a laboratory period is fifty minutes clear under this section.
- c. Work of a strictly laboratory nature shall be counted as having half the value of classroom work except that five periods of sixty minutes each (including change of class time) or six periods of fifty minutes each (clear) shall be counted as one unit.

C. EXPLANATORY NOTES ON THE STANDARDS

Transitional Period. These standards are made effective for all pupils entering the tenth year in September, 1938, and for all pupils in the eleventh and twelfth years who can qualify without crediting work taken in the ninth year. In order that confusion may not occur during the

transitional period, sequence requirements should be liberally interpreted for those pupils who are in the eleventh and twelfth years at the time of the adoption of these standards. The graduation requirement of one unit in health and physical education is not retroactive with respect to the years already spent in the senior high school, but effective September, 1938, all pupils shall satisfy the standard one-third unit per year program.

Credit Toward Graduation. Credit for work done prior to admission to the tenth year shall not be counted toward graduation in any type of school organization.

Partial Retardation. Deficiencies due to partial retardation shall be handled according to local provisions, but no junior high school work taken after admission on probation to the senior high school shall be counted toward graduation.

Serious Retardation. Pupils seriously retarded should be considered as special cases and placed in any school where they will be most favorably adjusted. Provision, by which such pupils will benefit, should be made.

Adjustment to the Intellectually Superior Pupil. As a general principle, enrichment is preferred to acceleration at both the junior and senior high school levels. The particular forms such enrichment should take will be determined by the nature of the facilities available in the school and in the community, as well as by the ingenuity and breadth of vision of the teachers. Merely doing more work of the kind already being done is not enrichment. In some instances, enrichment may reasonably be combined with acceleration, but the skipping of grades is not considered to be a defensible type of accelerative adjustment.

If acceleration is used, it should be permitted only upon evidence of superiority as shown by objective measures of capacity and achievement. Personality, social adjustment, physical development, and health should also receive primary consideration. In most cases, not more than one year of acceleration should be permitted by the end of the ninth year.

Acceleration in the senior high school should not be permitted at the expense of the socializing and exploratory program provided by the school. Reasonable acceleration may be permitted provided the pupil is outstandingly superior in both capacity and achievement and provided that he has participated in the extra-class opportunities offered by the school. A program for such a pupil should be planned as early as the tenth year. Early graduation should not be justified merely on the basis of an accumulation of sufficient credits.

Non-Resident Pupils. Graduation requirements based upon achievement in the senior high school grades should offer a desirable opportunity to non-resident pupils and the schools receiving them. Some of the serious problems of educational and social maladjustment have occurred in the cases of these pupils. A year for orientation and adjustment, prior to the necessity for accumulating credit toward graduation, is provided in the standards herein established.

Sequential Requirements. The object of the sequential requirement is that the program of a given pupil shall have plan and purpose, and that the pupil himself will be challenged by his own needs, interests, and capacities.

Sequence Defined. A sequence is two or more units of work in the same field or in closely related fields. English, social studies, mathematics, and science usually offer opportunities for three years of study. A foreign language usually offers two or three years. Homemaking, industrial arts, agriculture, business education, music, and art are offered in varied amounts according to the program of the school. The Department of Public Instruction has consistently urged the extension of the program in the fine and the practical arts. In all fields the definition of the school itself will be interpreted liberally in meeting the requirements. In approved vocational education the whole program is sequential.

Sequence Requirements. The requirement of nine sequential units is not as restrictive as it may first appear. Its most liberal application would permit one three-unit sequence, three two-unit sequences, one unit in health and physical education, and three single elective units from any other fields, thirteen units from eight possible fields. This would be a liberal program in any school. On the other hand, four three-unit sequences and one unit in health and physical education could be elected. This would satisfy the maximum desire for intensive study on the part of any pupil pursuing a preparatory course. Any number of variations between these extremes is possible.

English. Special courses such as public speaking, journalism, drama, creative writing, and specialized business English, if offered on an instructional basis, may be used to satisfy sequence requirements in English.

Social Studies. Three units of social studies are especially recommended where only two units of English are offered for graduation. The increasing importance of this field of learning in contemporary society requires that personal and social problems should receive more extensive treatment than is usually given in the chronological study of history.

Health and Physical Education. The minimum requirement of one hundred twenty minutes per week in health and physical education in grades X, XI, and XII is permitted only in those schools with no gymnasium or indoor facilities. In such schools, after one full class period in health education has been provided, the remaining minutes of the one hundred twenty prescribed may be equally divided into two periods for out-of-doors physical education.

Schools without gymnasiums, offering the minimum program may choose to conduct physical education classes on the playground or athletic field the entire one hundred twenty minutes per week in favorable weather, and concentrate the health instruction in the classrooms at other times. Schools with gymnasiums shall be required to provide a minimum of two full periods of physical education and one full period of health instruction per week.

Physical disability or health handicaps should be the occasion for special remedial and corrective programs instead of complete exoneration. In extreme cases, the school may excuse the pupil from the physical education classes, but the nature of the pathological condition warranting such excuse should be diagnosed or concurred in by the school physician, and be entered at his direction on the pupil's permanent school record. No excuses shall be granted from health instruction.

Short Courses. It has been felt that the restriction of credit toward graduation to courses of one-half unit per year or more has worked to the disadvantage of organized effort in music, art, and other subjects frequently offered on a one-or-two-period per week laboratory basis. These fields are most favorably explored when the pupil is enabled to continue an interest in them as he grows into more mature years. These credits are not intended for club and activity work. It is presumed that the instruction will be organized and that pupils will be admitted upon the evidence that they will profit by them.

Extra-Class Activities. It is unfortunate that there has not yet evolved a technique to evaluate club and extra-class activities on a generally acceptable and practicable basis. The assembly, guidance and counseling, club and activity program provided by the school should be required of all students. A point system, or some other device, may be employed and standards established in the local school.

Entrance to Higher Institutions. Secondary school graduation is not synonymous with preparation for admission to higher institutions and to some semi-professional occupations. A program of educational guidance is essential to the proper direction of pupils who desire to enter such occupations.

CONCLUSION

The purpose of this publication will be best served if the suggestions contained herein are made the basis of improving the instructional offerings and the educational practices of the secondary schools of Pennsylvania. The problems of our times are upon us. The youth of our Commonwealth are entrusted to the care of the schools. It is the business of the school to bring youth into an intelligent understanding of his environment.

The legal requirements and the administrative regulations herein stated set up minimum standards for the establishment and maintenance of public secondary schools. The program of studies suggests direct and vicarious experiences by means of which youth grow and develop into adulthood and its responsibilities. The standards for graduation are merely temporary means of evaluating certain minimum guarantees of the Commonwealth to the pupil and to the public.

That the essential requirements of these three matters are very modest minimums should be apparent to everyone. They should represent only the beginning of educational thought and activities in any school. It is hoped, therefore, that schools will evaluate their efficiency of their practices and their services to youth in terms of extensions to, rather than within the limitations of, the suggestions made in this bulletin.

(Concluded from inside front cover page)

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